Die vier Freunde (The Four Friends)

2. Animal characters

Prior Knowledge: It is helpful if the children can recall some animal words.

Objectives	Support	Main
Explore the patterns and sounds of language and link the spelling, sound and meaning of words. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Understand basic grammar appropriate to the language being studied**, such as (where relevant): feminine, masculine and neuter forms** and the conjugation of high-frequency verbs; **key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.** Read carefully and show understanding of words, phrases and simple writing	Be aware that some children may need time and/or support to fully understand the concept of the game *Wiederholt, wenn es richtig ist.* Some children may prefer to use the animal name with the verb rather than the pronoun. **Extension** Combine the adverbs *schnell* (quickly)*, langsam* (slowly) with classroom instructions to add enjoyment to the activity e.g. *Schafe, steht langsam auf! (*Sheep, stand up slowly!) Play Pelmanism with *written* animal and verb cards. Put animal and verb word cards in alphabetical order.	Divide children into four groups and give each group one of the animal characters from Section 1. Combine classroom instructions with the animal characters, e.g. *Schafe, steht auf!* (Sheep, stand up!) Highlight verbs of movement in the story e.g. *das Pferd galoppiert* (the horse gallops) and ask children for an appropriate mime. Ask a child to volunteer to mime a verb. The others must guess which verb it is and give the answer in a short sentence using the pronoun *sie / es, e.g. es galoppiert .* Remind children of the use of the *er* and *sie* pronouns in Unit 4 (see Teaching Tips and Grammar for Teachers) and explain that *es* is another pronoun. The child who guesses correctly then does a mime for the class. You may like to introduce or revise other verbs here, such as *tanzen / spielen.* Read out the story again and ask children to put their fingers to their lips each time they hear the *Pf* sound (e.g. *Pferd* (horse)*, pflücken (to pick), Klopf* (knock)*, Kopf* (head)*, Apfel* (apple)*, hüpft* (hops)*)* or the *chen* sound (e.g. *Kaninchen* (rabbit). Show the children a familiar word starting with *sch* such as *Schaf* or *schnell.* Ask them to work out how these words begin. Can they create a rule for the *sch* sound in German? They can discuss this with their partner. Create a page in the sound bank for any new sounds and add the new words, and any other words the children have encountered with these sounds. Introduce some written phrases using either the interactive whiteboard or some large text cards. Play *Wiederholt, wenn es richtig ist* again but, this time, children read aloud only if a phrase appears in the story, eg *das Pferd galoppiert.* If a phrase does not appear in the story, eg *Das Schaf galoppiert*, the children remain silent. Stress the phonic focus *Pf (Pferd, pflücken, Klopf, Kopf, Apfel, Mampf).* Children play Pelmanism, matching animal pictures and text verb cards. Ask for volunteers to demonstrate learning so far. Children could hold up a picture card and read out the correct verb in a simple sentence e.g. *das Schaf rennt* (the sheep runs)*.*

Grammar	Grammar	Phonics focus	Phonics focus
For teachers: Pronouns – *er* replaces masculine	For children : Pronouns – *sie / es*	For teachers**:** au – M*au*s	For children: sch – **Sch**af, **sch**nell

2. Animal characters

(der) nouns; *sie* replaces feminine *(die)* nouns; *das* replaces neuter *(das) nouns.* Nouns, singular and plural (NB: *die* is used as the definite article for all plural nouns – eg: d*ie Freunde, die Kaninchen*). Plurals are formed in different ways in German. In these examples, the noun adds *e* (*die Schafe, die Pferde);* the noun doesn't change its spelling *(die Kaninchen);* and the noun adds an umlaut and *e (die Mäuse).* Imperatives – classroom instructions *steht auf, setzt euch, wiederholt.* 3rd person singular of following verbs – *geht, sieht, sagt, versucht, galoppiert, steigt, rennt, steht, hüpft, streckt … aus, ruft, klettert, trippelt.*	Extension: Adverbs – *schnell, langsam*	sch / sp / st – ***sch**ön, **Sch**af, **sch**warz, **spa**zieren, **sch**nell, **st**eig*	pf – ***Pf**erd, Klo**pf**, Ko**pf**, A**pf**el, Mam**pf*** chen – *Kanin**chen***

2. Animal characters

Learning Outcomes	New National Curriculum Links
Children can: • repeat words and phrases modelled by the teacher • begin to use pronouns *sie/es* in simple sentences • identify and read simple phrases • match words and pictures	**English** Sentence structure – Year 4 Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Terminology for pupils – Year 4 pronoun, possessive pronoun, adverbial
Throughout the week: Try practising the verbs of movement and the adverbs as part of a PE warm-up. **Teaching Tips** • Children learnt *Er/Sie* (He/She) in Unit 4, Section 5. The same words, along with *Es,* are used to mean 'it'. • Allow children to choose their own actions for the verbs and animals. • When showing the written form, encourage children to make comparisons with the word which may appear similar to English but be pronounced quite differently (e.g. *galoppiert /* gallops) • As a quick warm-up, ensure children are clear on verbs and nouns by calling out a word in German – either an animal or a verb – and children perform an appropriate action (e.g. hands on heads for a noun, run on the spot for a verb). • In activity 3 pupils may find it helpful if the nouns and corresponding pronouns are presented on colour-coded backgrounds (e.g. *die Maus* and *sie* together; *das Kaninchen / das Schaf / das Pferd* and *es* together)	**Resources** • The text of the story *Die vier Freunde* • Picture flashcards, props or interactive whiteboard presentation for telling the story • SCH word cards • Picture flashcards and large text cards for the animals in the story • Text cards or IWB for verbs of movement in the story • Sets of small animal pictures and text verb cards

Wortschatz für Lehrer	Teacher Language	*Wortschatz für Schüler*	Children's Language
Ich werde euch in vier Gruppen teilen *Steht auf !* *Setzt euch !* *Dreht euch um!* *Springt!*	I'm going to split you into four groups Stand up! Sit down! Turn around! Jump!	*Das Kaninchen / die Kaninchen* *Das Pferd / die Pferde* *Das Schaf / die Schafe* *Die Maus / die Mäuse*	rabbit / rabbits horse / horses sheep / sheep mouse / mice

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Schreibt !	Write!	*Das Kaninchen **hüpft***	The rabbit **hops.**
		*Das Pferd **galoppiert***	The horse **gallops.**
Das Kaninchen / die Kaninchen	rabbit(s)	*Das Schaf **rennt***	The sheep **runs.**
Das Pferd / die Pferde	horse(s)	*Die Maus **trippelt***	The mouse **scurries.**
Das Schaf / die Schafe	sheep	*Sie / es …*	It …
Die Maus / die Mäuse	mouse / mice		
Wiederholt, wenn es richtig ist!	Repeat if it's true!		
*Das Kaninchen **hüpft***	The rabbit **hops.**		
*Das Pferd **galoppiert***	The horse **gallops.**		
*Das Schaf **rennt***	The sheep **runs.**		
*Die Maus **trippelt***	The mouse **scurries.**		